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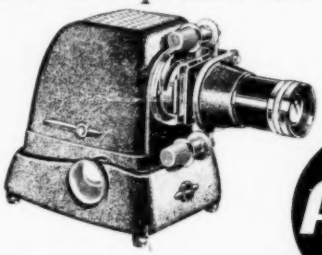

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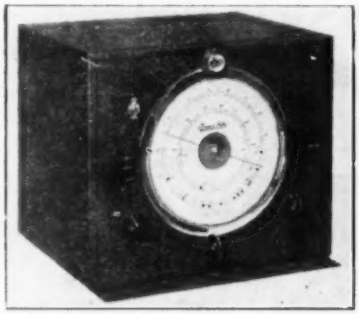

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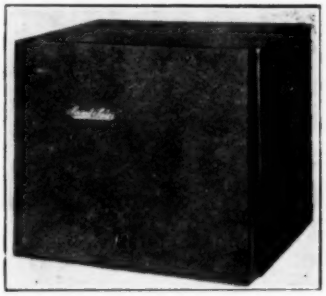

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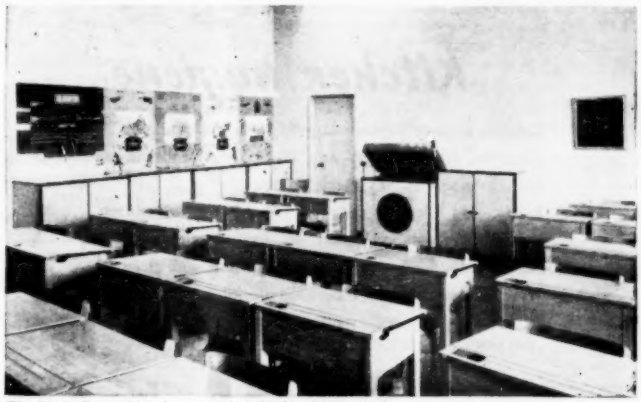

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No. 3,313. Vol. CXLIV. August, 1951

The Nations Youth and Manpower Needs

By Lord Piercy, *Chairman of the National Youth Employment Council*

To mark Festival Year the Ministry of Labour and National Service has arranged a series of Centenary Lectures under the broad title of "The Worker in Industry," and Lord Piercy was chosen to inaugurate the series with a lecture on "The Nation's Youth and Manpower Needs," from which we quote the following.

Lord Piercy explained that the plan of these lectures is a retrospect of 1851 and he opened by giving a brief resumé of the progress and problems of the past century.

Continuing, he said the problem of this age is not full employment, though that is currently set in the forefront. It may be that we know the technique for that. The primary problem is such a utilisation of manpower in industry as will make good a popular claim for a standard of living which our existing resources and technique will with difficulty afford. It is a question of efficiency—a greater per capita production; a production that will permit more saving and investment as well as a high consumption and massive social services. The problem with us has a difficult setting. We live to a large and irreducible extent by exports and we are in an historic phase when the terms of trade seem likely increasingly to turn against us and we must export more in order to live as well. The age composition of the population, more especially the trend, and the greater desire for leisure are other features of this setting.

The elements of our production problem no doubt are many: technique and organization; management; leadership in designing new products and in finding and developing markets; and, by a slight extension, overseas investment policies aimed at opening out bottlenecks and increasing supplies of food and staple commodities. Such policies will involve investment which must come out of savings, which again in turn must come out of current production. It is not my purpose, of course, to look at the whole problem, but only at one aspect of it—the supply and utilization of manpower, which you may say is one-half of the total problem. It is possible to sort out some of the main strands in the manpower problem. I shall speak of three: the educational system; training for industry; and the Youth Employment Service.

The Educational System

The educational system is a major factor. We have chosen to have as part of our modern standard of living an educational system which gives education on widely conceived lines to all children up to age fifteen (later sixteen), to a large proportion up to eighteen and to some 10 per cent. of the population education up to twenty-one or older in the university. This undoubtedly is one of the best features of the Welfare State. It affects the manpower problem, however, in two ways:

1.—It withdraws for the period of education a substantial quantity of potential workers from industry; combined with the effects of lower birth-rate, recent educational changes reduced the intake into the industrial system of boys and girls aged fourteen to sixteen from 668,000 in 1937-8 to 181,000 in 1947-8.

2.—It releases the young person for industry at an age which is late if compared with former ideas and thereby has transformed the problems of reception into industry and training. It must be remembered, too, that young persons now come into industry with the aspirations and demands of young adulthood.

The pattern of the educational system has attracted some of our best brains. Much of its distinctive features in the present day are new.

Its place in the life pattern of the population has become far more significant. It may be that this has posed new and as yet unsolved problems for the educationist on the relation of educational curricula to life. Its chief fruit must be an improvement in civilisation, but it cannot be divorced from some foresight of the industrial world in which in future the young person or young adult as the case may be will earn its own living and pay scot and lot for the privileges which it has had during the period of education and will enjoy as an adult.

That is a fundamental problem. Short perhaps of that, the educational system has done much to meet contemporary needs. Thinking citizens will remember this when they encounter what they may feel to be tiresome outcrops of the educational system—further education, evening classes, technical schools and the like.

Among more immediate preoccupations there is the great discussion on technology-education based on technology as such up to or parallel with university training.

At the university stage there are problems. The university curriculum has swallowed engineering and agriculture, though not yet technology. I am no

advocate of greater inroads of purely vocational training into university education; but in certain respects the relation of the university to life needs some re-adjustment if on the one hand the entire social field is to be irrigated as it should be by a continuous stream of well educated men of ability, and on the other hand every trained university man is to find a suitable career.

Training for Industry

The recruit to industry—and all the subjects of the educational process become such at their appointed time—should make his appearance with a general background of knowledge and developed intelligence. In some cases he will possess the foundations of a vocation.

But the reception and training of the recruit will rest with industry, and here again there is much to be said.

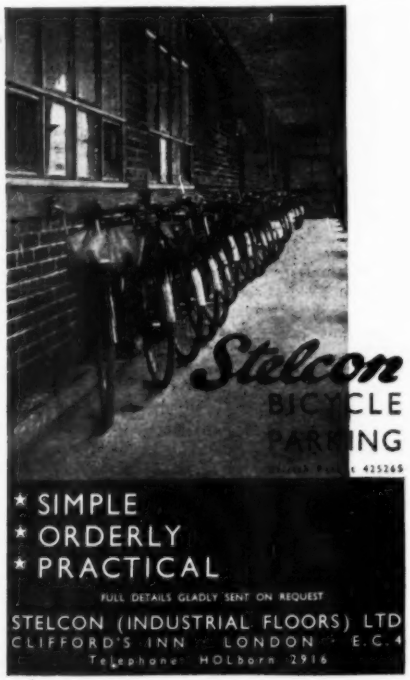
The scarcity of the young recruit in our day, has greatly increased the sense of responsibility of employers in taking them into industry; and by the same token it has dried up a lot of blind-alley employment. This, however, is only the beginning of the matter. To secure the best results there must be carefully devised arrangements for the reception of the young person into industry; and there should be carefully planned arrangements for training, including apprenticeship where appropriate. The study which has been given to training for industry, and the development of practice in training by the best managements, is one of the most encouraging features of our time. It took a great step forward during the war and the impetus has not been lost. The progressive employer has done a great deal; on the other hand it is a field in which, from the earliest times, the Trade Unions have naturally and rightfully held a commanding position. The introduction of a comprehensive youth service has given a stimulus to the formulation of national schemes for the training of new entrants into industry on the basis of agreement between both sides of industry. A very large number of these schemes have now been set up. The arrangements agreed upon do not, however, in all cases carry through to the locality. Besides that there are a number of industries where the schemes required are necessarily local rather than national in character. It is one of the needs of our time to improve the application of these schemes, and as the Minister will know, the National Youth Service is continuously and actively engaged in pressing for this at all levels. We should be very glad of active interest by the Trade Unions great and small—especially at the operative level, which is administration. There is, of course, a general point on training.

In the future which stretches before us, with a more versatile and better educated population of young people, we hope that flexibility and versatility will manifest itself in industry, especially at the point of entry, and at opportunities for change and promotion, and that old inhibitions and some of the old demarcations will go.

The Youth Employment Service

A major post-war contribution to the manpower problem is the establishment of the Youth Employment Service. The roots of this go back a long way, but the existing comprehensive service derives from the remarkable Ince Report of 1945. This was translated into an Act in 1948, although progress had been made meantime in setting up the new organization.

The former elements, which were partly services purely of the Minister of Labour and partly of the education authorities, were fused into a single national system under the responsibility of the Minister of Labour. In the deep field, the country is divided into areas, in each of which there is a youth employment office, or perhaps several, with one or more youth employment Officers assisted by an advisory Committee representing both employers and the Unions, and specially interested persons. The local education authority is responsible for the administration in most regions. The Y.E.O. works between the schools, employers, the regional Ministry of Labour offices in advising, and in a large percentage of cases, placing the school leaver. As the centre he is responsible to the National Youth Executive which is appointed jointly by the Ministry of Labour and the Ministry of Education. There is a National Youth Employment Council to advise the Minister on policy, and Scottish and Welsh advisory committees. The Youth Employment service is strictly voluntary or optional. Its aim is to guide and help young people in the transition from school life to working life, in close collaboration with the schools. The stages are advice and guidance, including skilled assessment of aptitudes, which begins in the final year of school life. Next is placing, the third is the follow-up. The services deal with normal school leavers at fifteen. They also deal with older school leavers up to eighteen in collaboration with the existing agencies, careers masters and the like. In addition there are special services for the handicapped child, and special facilities for children with special



aptitudes to learn trades. The Youth Employment Officer is a new and significant agent in the employment field and the development of the service should improve the effective use of the rising supply of workers.

Concluding, Lord Piercy said the object we must keep before us is a greater productivity of labour within the beneficant conditions which rule in our times: the proper training and application of young labour is capable of being a major contribution to the solution of this problem.

These are unquiet times for older people, especially those who can remember the security of the world before 1914. But youth is full of hope and vigour; if we give them their chance, they will make the future and make it good.

Unesco 12-Year Education Plan Approved

The plan of the United Nations Educational, Scientific and Cultural Organization to set up a chain of education centres on four continents to combat illiteracy and raise the low living standards that nearly always accompany it, was unanimously approved by the Programme Commission of the Sixth Session of the Unesco General Conference in Paris.

Dr. Jaime Torres Bodet, Unesco Director-General, had laid before the commission a twelve-year plan to set up six centres in five regions of the world—Latin America, the Far East, Equatorial Africa, the Middle East, and South East Asia.

The commission authorized Unesco to continue operating in 1952 the first of these centres, which was opened in May at Patzcuaro, in the Mexican state of Michoacan, to serve Latin America. It also decided Unesco should open a second centre next year and approved a total expenditure of £453,000 in 1952 for both centres.

These centres are intended to serve two purposes: To train teachers of "fundamental education" and to develop the teaching materials—which vary from text-books to film strips—they need to do their job.

No site has yet been chosen for the second centre. So far, Bolivia, Brazil, Columbia, Egypt, Lebanon, the Philippines, and Turkey, have asked the organization to set up regional centres on their territory.

"Fundamental education" is the term used by educators to describe education in what might be called the facts of living—Its subject matter, includes literacy teaching, farming methods, home economics, simple health and sanitation measures, and instruction in rural industries.

Graduates of these Unesco centres will return to their own countries and man similar training schools there. It is this chain-reaction process which Unesco believes to be the answer to the problem of how to find enough teachers to begin the job of trying to reach the world's illiterates, estimated at 1,200,000,000 men and women.

The Patzcuaro centre in Mexico now has fifty-two students from nine Latin American countries. Its cost of operation is shared by Unesco, the Organization of American States and the Mexican Government. Three other U.N. agencies—the F.A.O., I.L.O. and W.H.O.—have sent specialists to help staff its faculty.

The gross cost to the London County Council in 1951 of the three national camps to which school parties are sent is expected to be £58,750. Taking into account the parents' contributions towards the cost of the children's food, the net cost of sending a child to one of the camps for a week will be £2 1s. 8d. Last year 10,400 children each spent a fortnight at the camps at a net cost to the Council of £2 2s. 10d. a week each.

University Institute for Stratford-upon-Avon

During recent years, the University of Birmingham has been engaged, independently and in association with other bodies, in promoting Shakespearian and related Elizabethan studies, both in Birmingham and in Stratford-upon-Avon. The present year, 1951, sees the fourth volume of *Shakespeare Survey*, the fifth Shakespeare Conference and the fifth Postgraduate Summer School.

At the beginning of next session, these activities will be extended and consolidated by the establishment at Stratford of a "Shakespeare Institute." Planned several years ago, the opening of this Institute has now been made possible by the leasing to the University of "Mason Croft," hitherto the British Council's headquarters in Stratford.

It is the University's intention that the Institute shall be organized as a centre for postgraduate research work in Elizabethan Life and Literature. It will have a separate staff of teaching Fellows and a student body consisting largely of candidates for higher degrees. Ample resources for such work are available in the Shakespeare Memorial Library, in other local collections and in the still largely unexplored archives at Stratford, Birmingham and Warwick while the activities of the Shakespeare Memorial Theatre will conduce towards a desirable association of study and stage.

Although such research work will form the "hard core" of the Institute, the interests of non-specialists will not be neglected. The Department of Extra-Mural Studies, in association with the Department of English Language and Literature, intends not only to continue the annual six-weeks' Summer School at Stratford but also to arrange, throughout each year, a series of courses designed to appeal to the General public.

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"Reculer Pour Mieux Sauter"

By C. W. Hill.

Few people know better than the teacher that although it may be possible to generalize about the reaction of a chemical substance or a mathematical quantity to a given stimulus, it is well-nigh impossible to do so about children. The Butler Act propounds the generalization that all children would benefit from what is known as "a secondary education" but what in effect is rather "school from five to fifteen years." It is for consideration that this view is not entirely accurate and there is much to be said for the opinion, fairly widely held among teachers in non-selective secondary schools, that some modification is required to achieve, if not the letter, at least the spirit of the Act.

That there are children at present occupying places in non-selective secondary schools who do not benefit from their time in school is indisputable. Leaving apart all considerations of over-large classes, lack of equipment, dearth of text books and the like, all of which we may trust to be only temporary, there remains the hard fact that a fraction of our school population is gaining no benefit from its so-called secondary education. Not only that, but by their very presence in school and by their attitude to school life in general the children comprising that fraction exert a detrimental influence on their school-fellows.

To particularize, there are first the children who are backward to a degree little above abnormal. In most non-selective secondary schools these children are segregated from the rest for most lessons regardless of age and a fair estimate of their number would appear to be 5 per cent. of the whole secondary school population. They are mentally incapable of assimilating knowledge beyond that of an average child of nine or ten. One hesitates to assess the burden in time, energy and money which these unfortunates lay upon the educational system. They would be better out of it.

Then there are those children who have matured quickly and whose home influences, though not intrinsically bad, stimulate an attitude of mind which destroys the value of the later years of school life. These are the children who yearn to begin their life as adults, who perhaps have a job waiting for them and who look upon every day spent at school as a day of waiting if not a day wasted. Useless here to point to the benefits of cultural activities—the farmer's boy may well appreciate the beauty of the hay-wain but his real desire is to climb on to the tractor.

Yet another, though smaller, category is comprised of those children who, having been entered into secondary grammar schools, are later, for one reason or another, rejected as unsuitable for a grammar school education and are relegated to the non-selective schools. Although it is impossible to dogmatize, it would appear that when these children have struggled ineffectually for a year or two with a grammar school curriculum, the anti-climax of non-selective school work unsettles them. Some undoubtedly benefit from the change, others do not, but at all events their influence upon their new school-mates is almost invariably unsettling.

It is surely a sign of strength in any human system that it should deal fearlessly with its accumulation of dead wood. What method is there then for dealing with this dead wood in our present system of secondary education? My suggestion is that at regular intervals during its last two years of school life, the position of every child should be reviewed in an attempt to determine whether the school has ceased to confer benefits on the child commensurate with the outlay in time and money. The initiative should come from the head master who, on the reports of his staff and personal observation, should apply to the school board of governors for consideration of each individual case on its merits. A most comprehensive survey of every aspect of the child's activities should be undertaken so that, with the help of the parents and of the local juvenile employment officer, a just decision may be arrived at as to whether or not the child will benefit more by leaving school to enter employment than by remaining at school for the full statutory period. If it is plain, as in many cases it must be, that the child can derive no further benefit from remaining at school then, with the full consent of the parents at every stage, the school governors should be empowered to apply to the Director of Education to release the child from school forthwith.

It is so obvious as to be mere platitude that every child at fifteen years of age has attained a different stage of mental and physical development. The educational system should recognize this obvious fact and enable each child to leave school not at an arbitrarily fixed date in the calendar but at a time when the school has ceased to be of use to him and his real need is for the broader life outside it.

Raising the School Leaving Age

A study of the movement for improving the quality of education through raising the school leaving age made by Dr. I. L. Kandel, a distinguished American educationalist, for Unesco, has just been published.*

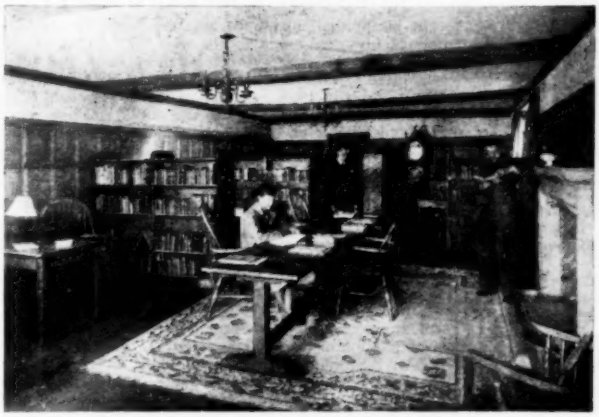
Dr. Kandel discusses the reasons that justify the movement in an analysis of what is at present being done in those countries which have already succeeded in establishing fourteen as the school-leaving age and now plan to raise the limit beyond fourteen. He stresses the thesis that raising the age involves more than adding one or two years to the period of compulsory school attendance.

Although much modern work has been reduced to mechanical and routine operations, he points out that the reliance on intelligence and maturity of character has actually increased. Many occupations demand more educational preparation than is given in the traditional elementary school. As a worker, the modern individual needs a broad education to compensate for the repetitive activity characteristic of most modern occupations. As a citizen, he is expected to understand and participate in political matters which embrace not only national and international affairs, but complex social and economic problems. As a human being, he enjoys more leisure and needs a foundation for the cultivation of a variety of interests

The recognition of children as a nation's most valuable asset and of education as a national investment that yields dividends forms the subject of one of Dr. Kandel's chapters. Others take up such relevant matters as the social forces involved in the prolongation of the school-leaving age; equality of opportunity; child labour laws; and maintenance grants.

The pamphlet forms one of a series planned by Unesco in an effort to clarify the problems of compulsory, free and universal education.

* Raising the School Leaving Age, H.M.S.O. 3/- net.



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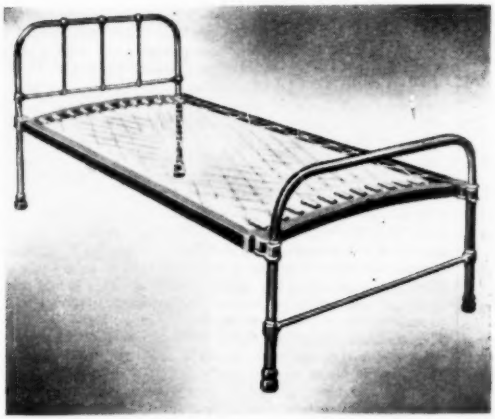

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New Wing Replaces Rooms in Churches and Chapels

Opening a new wing at Camborne Technical College (Cornwall), Mr. George Tomlinson, the Minister of Education said that technical instruction in its present form was the growth of the last twenty years.

He said that when the present Principal of Camborne Technical College took over, twenty years ago, he ran his classes in one room. To-day, the College had over 2,000 students. The new building would house some of the classes which had had to be held during the past three years in rented rooms and sets of rooms in churches, chapels, and other places, including a shop front. The opening of the new wing represented the first attempt to give planned facilities for technical education in Cornwall.

The important contribution technical colleges had made in the training of technologists as well as the development of merely technical skills was stressed by Mr. Tomlinson. The development of these colleges had been largely due to the enterprise of responsible authorities in using their powers when neither industry nor the government were particularly active in this field.

Mr. Tomlinson said that the Ministry was aware of the need to improve conditions in many technical colleges, whether of accommodation, staffing or control. The new Burnham Scales, if wisely used, could do much to help with staffing. Regarding accommodation, priority had been given to projects such as the new wing at Camborne Technical College because of the great need for technicians and technologists.

Recruitment and Training of Youth Leaders and Community Centre Wardens

Improved salaries and conditions of service for youth leaders and community centre wardens are recommended in a report, "The Recruitment and Training of Youth Leaders and Community Centre Wardens," by the National Advisory Council on the Training and Supply of Teachers. It was drawn up by a sub-committee under the Chairmanship of Professor B. A. Fletcher.

Among the recommendations made in the report is that the Minister should refer the question of salary scales and conditions of service to a committee, closely related to the existing Burnham Committee, on which there should be representatives of all the interested parties. This should be done as a matter of urgency. It is pointed out that in the case of youth leaders the present annual wastage is very high and appears to be increasing. Unless an attempt is made to improve the situation, the gains made since the war in this service may be lost.

The report recognizes that recruits to both services may be drawn from many different walks of life; it stresses the importance of selection of recruits and the need for generous grants to mature students. The training period should extend for two years; the form and content of the courses should be flexible, and individual students should be exempted from one or more parts of the course according to their previous experience and education. Full-time youth leadership should not usually be undertaken before the age of twenty-three; community centre wardens should not normally be under the age of twenty-five. The view is expressed that superannuation arrangements should be parallel with those of teachers.

The report has been drawn up because the Minister, in December, 1949, invited the National Advisory Council to consider an earlier report prepared by an Office Committee of the Ministry and to advise him on the matters with which it dealt.

Middlesex County Library

In his annual report for the past year, the Middlesex County librarian refers to the fact that during the year under review library authorities throughout the country celebrated the centenary of the passing of the first Public Libraries Act in 1850. Similar functions were held in some of the Middlesex libraries, but the public reaction was not as enthusiastic as it appears to have been in the provinces. Yet few library authorities, he says, had the opportunity to mark the occasion in so practical a manner. For 1950 was a vintage year in the library development of the County. Six new libraries were opened, and steady progress was made in securing sites and preparing plans of proposed buildings towards the ultimate full development of the service. At the moment twenty-six of the fifty branch libraries projected are in operation, and about two-thirds of the population to be served enjoy a full time library within reasonable travelling distance of their home.

The opening of the branch libraries necessitated the accumulation of over 80,000 volumes. This verb, says the County Librarian, is used intentionally, for all these books could not have been purchased new. The public had many kind things to say about the selections of books in the libraries, but probably did not realise the time taken in selecting and securing the planned collections that were made available. There were days when the purchase of sufficient titles of new books to meet our requirements was possible, but to-day it is doubtful if a third of the books provided in our new libraries are available at the publishers. On reflection, it was fortunate that we were unable to get non-fiction rebound during the war years, for this left us large accumulations of books with which to fill the gaps at present existing in the publishers' catalogues. This source of supply has now ceased, and it will be increasingly difficult to stock new libraries in the future if the present limited output from the publishers is maintained.

The public response to the new libraries has been most gratifying. Over 34,000 readers have been registered, the majority of whom are residents who, although contributing to the cost of the library service, have previously not benefited from it. During the period over half a million books have been borrowed from the new libraries.

The second achievement in the Centenary year was the completion of the task of providing a complete catalogue of the County Library book stock for each of the branch libraries.

Simultaneously with these two projects the normal library service has been maintained. Considerable revision of the stocks in the existing branch libraries was carred out, and in all 84,478 volumes were added to the library. The total of books issued was 4,388,235 compared with 3,971,418 last year, an increase of 416,817 or 10 per cent. Allowing for the new branch libraries there appears to be a 4 per cent. drop in the issues at the older libraries. This is not a large decrease, and partly accounted for by the transfer of readers to the new branches; yet the tendency is worthy of notice. The district librarians have endeavoured to explore the reasons for this decrease, but the fact remains that on the 31st March, there were more books in the hands of readers than a year ago. In other words, the public, in spite of television and other counter attractions have not given up reading, but are taking longer over it.

"In terms of equipment per acre this country is the most mechanised farming country in the world," said Mr. George Tomlinson, the Minister of Education, when opening the new Agricultural Gallery at the Science Museum, South Kensington. It was hoped that this exhibition would show some of the attractions of a career which was formerly regarded as unprofitable and uninteresting.

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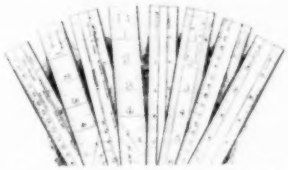

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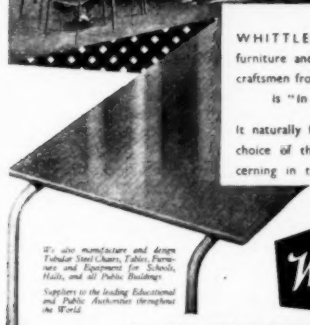

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Nursery Schools

In reply to a question in the House of Commons by Mr. Astor, who asked the Minister of Education how many nursery schools of the type contemplated by the Education Act of 1944 have been built by local authorities, and how many have been closed since 1944, Mr. Tomlinson said: "To the end of June, 1951, twenty-seven nursery schools had been completed with accommodation for about 1,160 children. Since May, 1947, twenty-five nursery schools have been closed. These were, however, war-time establishments, and were closed for such reasons as unsuitability of premises or termination of tenancies.

Mr. Astor then asked what are the longest hours during which nursery schools are open for the use of mothers at work in industry, to which the Minister replied that the hours during which nursery schools are open are determined by the authorities of the individual schools. Some are known to be open from 6-30 a.m. to 6-30 p.m., but by no means all nursery schools are open for such long hours. Extended hours are worked only to meet the requirements of women employed in essential industries.

Pursuing his questions on nursery schools Mr. Astor, in a later question, asked the Minister what steps he is taking to see that teachers are being suitably trained to run the nursery schools contemplated in the Education Act of 1944, in the future.

Thirty-three of the colleges offering two-year courses of training to intending women teachers provide courses which cover the nursery age range, said Mr. Tomlinson. Of just over 7,000 newly-trained women teachers who left two-year colleges this summer, approximately 750, or nearly 11 per cent., had included the teaching of the nursery age range in their courses. At present, however, because of the great need for teachers of infants, most of these teachers take their first posts as teachers of infants.

British Council in Stratford-upon-Avon

On November 1st, the British Council will move from Mason Croft to Hall's Croft, which was recently acquired by the Shakespeare Birthplace Trustees.

Hall's Croft has already embarked on three separate, though allied, projects. The historic part of the house is furnished as an Elizabethan dwelling-house; a large room has been devoted to exhibitions which seek to have a bearing upon Shakespearean publication and production, with special reference to the current plays at the Shakespeare Memorial Theatre; while a third part of the house has been used as a Festival Club providing reading, writing and refreshment amenities, with access to the gardens.

It is in respect of this third activity that there will be co-operation between the Birthplace Trustees and the British Council. The Council will have its own separate offices (where with the exception of its courses it will continue the work formerly undertaken from Mason Croft) but there will be joint use of the grounds and club premises. The strictly educational aspect of British Council courses will continue at Mason Croft in co-operation with the Shakespeare Institute of the University of Birmingham and the Shakespeare Memorial Theatre. More informal activities, such as forums, recitals and readings which should appeal to all Festival Club members, will be held at Hall's Croft. The Shakespeare Memorial Theatre will continue to organize courses for British teachers of English and provide occasional lectures for the general public.

Information will be available later showing how lectures and courses will be co-ordinated for 1952. The Shakespeare Memorial Theatre, the Trustees of Shakespeare's Birthplace, the University of Birmingham and the British Council will work together to provide opportunities for study and entertainment for Stratford's overseas and other visitors and its residents.

Technical Personnel Committee Reconstituted

In a written answer to a question in the House of Commons last month, Mr. Alfred Robens, Minister of Labour and National Service, said that it had been decided to reconstitute the Technical Personnel Committee, which, under the chairmanship of Lord Hankey, dealt so successfully with questions of scientific and technical manpower during the last war and during the immediate post-war period.

The new Committee will have rather wider terms of reference than the old one. It will review the requirements for scientists and engineers at home, and especially those arising from the defence programme, in relation to the available supply. It will also consider what more can be done to meet certain important overseas needs for people of the same type.

Lord Hankey has agreed to serve as Chairman of the reconstituted Committee. The membership and full terms of reference of which are:

Chairman: The Right Hon. Lord Hankey, G.C.B., G.C.M.G., G.C.V.O.

Members nominated by the Federation of British Industries: Sir Arthur Fleming, C.B.E., D.Eng., M.Sc., F.C.G.I.; Sir Wallace Akers, C.B.E., F.R.I.C., Hon. D.Sc.; Captain A. M. Holbein, C.B.E., F.C.G.I.

Representative of the Universities: Sir Edward Appleton, G.B.E., K.C.B., F.R.S.

Chairman of the University Grants Committee: Sir Arthur Trueman, F.R.S., D.Sc.Lond.

Member representative of Science: Professor S. Zuckerman, C.B., F.R.S.

Treasury: Mrs. S. L. Lees.

Foreign Office: Mr. E. A. Berthoud, C.M.G.

Colonial Office: Mr. R. A. Whittle, M.C.

Board of Trade: Mr. S. A. H. Dakin.

Commonwealth Relations Office: Mr. A. C. B. Symon, C.M.G., O.B.E.

Ministry of Labour: Mr. H. M. D. Parker, C.B.E.

Ministry of Supply: Mr. W. D. Wilkinson, C.B., C.B.E., D.S.O., M.C.

Lord President's Office: Mr. E. D. T. Jourdain.

The Secretary will be Mr. A. J. S. James, Ministry of Labour and National Service.

The terms of reference of the Committee are:

1.—To consider, make recommendations and deal with questions relating to the home and overseas demand for the available supply of scientific and technical personnel of professional or approximately professional standards, including the making of recommendations on its economic use and the need for increasing the available supply.

2.—In connection with the overseas demand for such personnel:

(*a*) To make recommendations upon appropriate steps to promote the recruitment from the United Kingdom of persons required to assist the economic development of under-developed countries.

(*b*) To consider any special steps which are required to provide opportunities for training in the United Kingdom of persons from under-developed countries.

The Committee will be empowered to invite representatives from other Government departments or outside interests to be present when matters of concern to them are being discussed.

A call to governments to introduce compulsory education for boys and girls as soon as possible—where it is not yet enforced—was made by delegates from forty-nine nations at a joint Unesco-I.B.E. Conference just concluded in Geneva.

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Month by Month

L.C.C. Comprehensive Schools.

On the 17th July, the London County Council debated its Education Committee's proposals for the building of a number of comprehensive secondary schools. Two of the Committee's projects, after appearing on the original agenda, were withdrawn. These were the Parliament Hill School at St. Pancras and the Holloway School at Islington. The total estimated cost of those two schools was given as £766,625. Three proposals were approved at an estimated total cost of £1,626,262. These were for the Strand School for Boys at Lambeth, the Putney Park Lane School for Girls at Wandsworth, and the Lewisham Prendergast School. The third is a "County Complement" for 1,190 girls and will form a comprehensive unit with its associated voluntary school of that name. Discussion naturally centred on the two comprehensive schools—the Strand School for 2,210 boys and the Putney Park Lane School for 2,210 boys and girls. The latter is to be a co-educational school. The Conservative leader moved that the proposals relating to these two schools be referred back. He was confident that on a free vote the Council would not approve schools of that size. The Labour Party itself, in its pamphlet "A Policy for Secondary Education," underlined the view that a comprehensive school need not necessarily be a large school. Mr. Wechsler rightly said that the heart of true education lay in the personal relationships between teacher and child. For the child such a huge school would mean loneliness and a lack of security. He described the house system, which it is proposed to establish at these schools, as a "belated palliative" which in any case could not be applied in schools which were not designed for it. This is the first word of criticism to be heard for years of the faith which some educationists, without reason, seem to have in the so-called house system. What they hope will solve so many of their problems is often no better than a copying in the inappropriate conditions of a day school, of a natural feature of boarding schools. In those schools however, there is not, and never has been, a "house system." There are houses—a very different thing, for those houses are buildings in which the pupils live, not imaginary and even arbitrary divisions created by other people for wholly different purposes.

There were some good points in the debate. Sir Percy Harris regretted that the experiment of the comprehensive school was being made on such a large scale. If it proved a mistake the mistake would be colossal. It is rather surprising that more has not been made of this very important consideration. If the London County Council were to experiment with comprehensive schools of the size proposed in the Labour Party's programme one could regard it as having the characteristics and potentialities of an experiment. If a secondary school for 600 pupils is not a success as a comprehenisve school it can be tried in an equally experimental way as a modern school or as a grammar school or as a technical school. If, however, a comprehensive school for 2,100 boys proves to be a failure, for what other purpose can it be used? One may also ask, what is to be done with the thousands of victims if

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these experiments fail? It may, in fact, be assumed that the schools will not be experimental at all. It was surprising that in the debate on the Strand School no protest was raised against its proposed name, having regard to the existence of the well-known Strand Grammar School.

* * * *

Education in Parliament

The Comprehensive School was also the subject of criticism by Miss Horsbrugh M.P., when a week later the House of Commons debated educational policy and progress. She condemned schools of the size approved in London as "mass factories." She asked the Labour Party to make clear whether it advocated the comprehensive school for the benefit of education or for purely socialistic reasons. Mr. Hardman, Parliamentary Secretary, welcomed the building of comprehensive schools, bearing in mind that they wanted to help the children and their teachers, and not justify some political doctrine or plan. This was but another way of saying that such schools must be justified on purely educational grounds and not by some of the arguments often advanced in their favour. He considered that, by so building, something new in the educational system would be created that was peculiarly our own and which might prove of great value to future generations of teachers. Thus he appeared to discount the representation of such proposals as an educational experiment. The Minister spoke sensibly and frankly in reply to the usual criticism of selection at eleven. Speakers had urged the need for a further selection at thirteen. Mr. Tomlinson thought that there should be a review at thirteen, but quite truly added that the parent whose child failed to get into a secondary school at thirteen—supposing selection to be postponed until then—"would think that was as big a swindle as the present system." The solution seems to be selection at eleven and a review *in appropriate cases* at thirteen. Anything like a second general selection at thirteen would have disastrous results. Mr. J. Hood Phillips has done well to draw attention to the idea of selection and transfer for Sixth Form work at sixteen as implicit in the pamphlet "A Policy for Secondary Education." The small comprehensive schools there proposed would not be able to "carry a sixth form as an integral part" of the school.

* * * *

Small Schools.

Very different from the question debated in the London County Hall is the problem of the small school as it confronts the French Government to-day. Mr. Alex Pabler has reported that of the 73,447 state-aided elementary schools in France to-day, some 29,000 are single teacher schools. There are less than ten pupils each in no less than 3,122 schools. It has been argued that thousands of schools could be closed if children were transported by motor buses to area schools. Something similar to our own re-organisation of schools is advocated. It is claimed that, if the 6,150 rural schools that now have four classes each could be enlarged to serve also the surrounding villages and hamlets, some 19,000 schools could be closed. It is of course not safe always to argue that what succeeds in England will succeed in France. All the financial arguments are in favour of such re-organization and many strong educational arguments too. There are, however, social arguments against any general and indiscriminate closure of small village schools. There are even some educational arguments applicable at any rate to the apparently slower, less articulate and shy rural children of whom there are many.

* * * *

School Names.

"How" asked Sir Percy Harris "can children feel affection for a skyscraper?" Sir Percy asked this question in the London County Hall when the Council was discussing the proposed nine-storeys high Strand Comprehensive School for 2,100 boys to be built at Lambeth. Many things, some great, some small, can help to make a school a place, and a society beloved of its pupils. One of the things which count is the name of the school. Those who are constantly changing the names of things can only excuse the confusion they create by the claim that nomenclature really matters. How then can they and other people justify the names used of, and proposed for, some schools to-day? Early last month Mrs. Eirene White, M.P., asked the Parliamentary Secretary to the Minister of Education, in the House of Commons, about the provision of meals at "Bronington V.P. School." Mr. Hardman in his reply quite correctly referred to the school as "Bronington Church of England School." It is to be hoped that the hint thus given so publicly and with such authority will be taken by all who use descriptions as if they were part

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of the names of schools and by those who use initial letters as if they could be spoken. How does one pronounce V.P.—Vee Pee or Voluntary Primary? Surely a school, like a scholar, is entitled to the use of its own proper name. For that reason, if for no other, it is important that all schools should have seemly names. Certainly words used merely to classify or describe should not be attached to the name unless, for example in official correspondence, such a practice is necessary on any particular occasion. It is distressing to see in a guide book, as one may, an ancient school (now municipalised) described as:

"King Edward VI County Secondary Grammar School." Such terms as Primary, Secondary, Voluntary, Controlled, Aided, Special Agreement, Boys, Girls, Mixed, should never appear in print with the name of a school.

The need for seemly and becoming names was well stated by the Ministry in their circular on the subject. The use of road and street names was specially deprecated. What then is one to think of:

"Putney Park Lane Comprehensive High School." as the name of a school? That is actually the name given by the London County Council to one of its proposed new schools. How, one may ask, can a child feel affection for a school so named. A boy will say with pride "I am at Emmanuel" or "I am at St. Olive's." Will he say with equal pride, or will he dare to say at all "I am at Parliament Hill Comprehensive Secondary School for Boys?" These great new schools might have been given beautiful and inspiring names.

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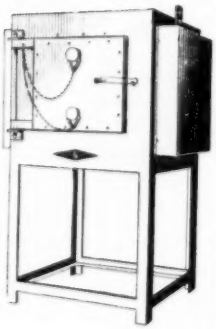

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Choir Schools. The closure of an ancient Choir school has been announced. Norwich Cathedral Choir School, one of that city's few remaining links with Norman times, has been absorbed by the comparatively modern Norwich School. The latter is one of the King Edward VI Grammar Schools. At one time the Choir School was well on the way to becoming a school of regional if not national importance. The practice began and grew of admitting pupils who had nothing to do with the Monastery. This, however, was sternly checked and in 1423 the Head Master was forbidden to recruit pupils to the detriment of the original grammar school of which Norwich School is the successor if not the heir. The pupils were then limited to twelve. The school had become a choir school some time before the dissolution of the monasteries. Since then it has served the Cathedral. In his recent speech day report, the Head Master of Norwich School, Mr. F. E. Williamson, referred to the invitation extended to, and accepted by the Choir School, to unite with his school. "A happy arrangement had been reached" he said "through which the School looked after the choristers and the Dean and Chapter helped the interests of the school in the matter of housing." Choristers will enter the school before the age of eleven. It had been found impossible for the Choir School to comply with the standards of the Ministry in buildings and equipment. One can but rejoice that the education of the choristers as such, is so happily assured, while hoping that choir schools, generally, will survive and continue to make their unique contribution to musical education and, through music, to the general culture of their pupils.

* * * *

Punishments and Rewards. Apropos the note which appeared in this column last month under this heading we understand that the report of the investigation into Rewards and Punishments in schools, which the National Foundation for Educational Research has prepared from the material gathered by its investigators, is now in the press. This report makes available the full evidence obtained, and its publication is being given the highest priority obtainable.

South-Eastern Regional Library System

The Regional Council of this System is negotiating with the Middlesex County Council with a view to the inclusion of the staff of the System in the Middlesex County Council Superannuation Scheme. It is understood that there is every possibility of agreement being reached to such an arrangement provided the Middlesex County Council can be assured that, should any Authority now in the System withdraw, it will pay its share of the outstanding superannuation liability which will amount to a maximum of some two-thirds of one year's subscription.

The Executive Committee of the Regional Council point out that membership of the System now extends to every Library Authority in the area covered by the System and that no Authority has so far relinquished its membership since the System was established in 1933, and they express the hope that the proposal will receive the unanimous approval of all constituent members.

Mr. D. G. T. Harris, M.A., has been appointed Administrative Assistant in the Wigan Education Department.

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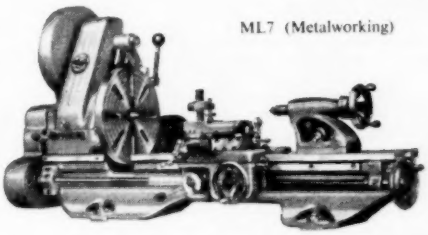

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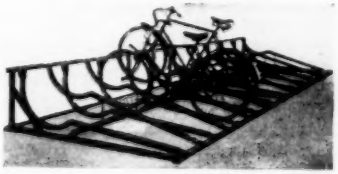

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BOOK NOTES

A School's Adventure by Geo. W. Olive, M.A. (Sylvan Press, 12s. 6d. net.)

We have, of course, known a good deal about Mr. Olive's work at Dauntsey's for a long time; it has been one of the show places among experiments in education. But now we have in book form the story of the emergence and development of Dauntsey's in Mr. Olive's own words. We had expected much of the book and we were not disappointed. The general picture which emerges is that of a small school, with little to distinguish it save the early date of its foundation, suddenly possessed by a tremendous centrifugal force which caught up in itself boys and parents, staff and governors—even the Board of Education, and from the elements fashioned something unique in English education. It is indeed the story of a "school's adventure."

This is not the history of a school in the ordinary sense. It is rather the story of the growth of an idea—the idea of a school based on doing. The first four hundred and thirty-four years of the school's life, from the year of Bosworth to the end of the first World War, are dismissed in seventeen pages; it is the dead stock to which the new life was grafted. The three stages of that new life's growth are traced and the influence of the four successive governors assessed. The author then outlines the evolution of the present curriculum and those responsible are allowed to have their say about a variety of out-of-school activities. In the section "A Headmaster Thinks Aloud" we are given some penetrating observations on the problems of boarding school life, about headmasters and boys, and about parents and boys. Not the least fascinating feature of the book is the epilogue, with its terse, informal tributes to a host of those who have made the school what it is. Here Lord Warrington of Clyffe, a well-disposed local landowner, rubs shoulders with "Joe Hoare and others too, who have scrubbed and cleaned and swept; who for many years have tended fires; and who in these and other ways have ministered to the needs and comfort of the School community. Joe started at 6-30 a.m. September 21st, 1914, at 16s. 8d. a week."

It is a remarkable book written by a remarkable man and telling modestly the story of a remarkable achievement.

E.F.C.

* * * *

Modern English Prose. Edited by Guy Boas, M.A. (Macmillan, 4s. net.)

What is the function of an anthology of prose? To an anthology of verse we turn when we wish to indulge in the pleasure of meeting old friends once again or of making new ones. The pieces are complete in themselves, each a flower gathered from the gardens of Parnassus. The great virtue is catholicity; all tastes must be gratified, all must go away content. The anthology of verse is an end in itself. But what of an anthology of prose, in which (apart from the occasional short essay) nothing can be complete? A snippit here, an extract there, everything coming to an infuriating end just as we are getting interested. The prime function of a prose anthology is this very thing—to whet the appetite, to send us to the library or book-shop in search of the original from which this or that extract was taken. It may be valuable educationally to have examples of varying prose styles to serve as illustrative material, as jam to the plain bread of the teacher's exposition, but if this is all, it would be but a base use for so fine a thing as Mr. Boas' latest collection. The highest compliment we can pay it is that from its pages we have drawn at least half a dozen "musts" for our reading list. But can even so eminent a Homer as Mr. Boas, be allowed to nod to the extent of permitting: "Mr. Ivor Brown has achieved one of the liveliest biographies of Shakespeare which has (*sic*) yet been written?"—E.F.C.

* * * *

Traques Par L'Ennemi Par Jacques Mortane, London Modern Language Series. (University of London Press, 2s. 6d. net.)

The London Modern Language series provides supplementary reading material in the form of novels, short stories and biographies, suitably graded to meet the needs of those at different stages of language study. This latest addition contains a number of well-told stories of prisoner of war escapes during the first World War. Jacques Mortane's text has been slightly adapted to bring it within the range of fourth year students of French. There is a complete vocabulary.—E.F.C.

* * * *

Anthology of Verse and Prose (L.A.M.D.A.).

This is a collection of the verse and prose extracts recommended by the London Academy of Music and Dramatic Art for their examinations in speech. Great care and a sensitive taste have been exercised in their selection and the pieces are skilfully graded. There are, however, a number of curious lapses in the text which should be corrected in future editions. An extract from Charles Reade's "The Cloister and the Hearth," for example, is attributed to Charles Kingsley, while the famous publishing house is referred to as MacMillan. In their commendable zeal to acknowledge copyright, the compilers thank, one would think rather unnecessarily, the O.U.P. for an extract from the Authorised Version, Newman Wolsey, Ltd. for an extract from "Robinson Crusoe" and—most whimsical of all—the Amalgamated Press for a quotation from Charles Lamb! One would like to have had Elia's own comments on this last.—E.F.C.

* * * *

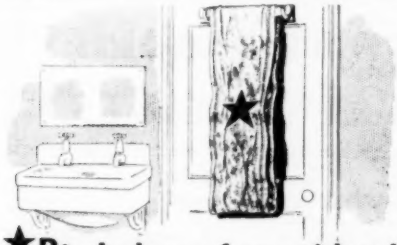
A Christmas Story (4s. net.) and **Stories from the Odyssey** (5s. net.) in Basic English. (Evans Brothers.)

You may or may not agree with the teaching of English by means of Basic, but what you must not do, its supporters tell us, is to accuse it of lacking qualities to which it makes no pretence. This is the error into which so many critics of C. K. Ogden's invention fall. Basic has never been put forward as a substitute for standard English; any attempt to show how inferior, ludicrous even, well-known passages would sound if translated into Basic is beside the point. Such an attempt was made by A. P. Herbert in *Punch*, in which he gave such translations as "Never in the history of men's disagreement, did such great numbers have so great a debt to such small numbers," and

"Small Jack Horner
Was seated in an angle.
Taking into his mouth a complex over-cooked food unit,
brown on the top, and specially made for Christmas.
He put in his thumb
And took out one example of the fruit
And said 'What a good boy am I!'"

Basic English must be judged partly as a means of making the English language available to a far wider number of people than could master the normal form. It is also put forward as a candidate for the rôle of universal language. Space will not permit here any examination of its claims in this direction, but that its adherents have continued to gain ground since the Crown purchased the copyright of the Basic word-list there can be no doubt.

These two recent additions to the texts now available in Basic are particularly well done. It is the version of Dickens rather than of Homer which challenges attention, since English readers, familiar with the original wording, are better able to judge the felicity or otherwise of the rendering.



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At times, of course, the machinery creaks a little. "Scrooge was his sole executor, his sole legatee" becomes a little unwieldy as "Scrooge was the only person with authority to take care of his property at his death, the only person to get that property"; and Tiny Tim's closing benision loses something when it appears as "God keep us every one!" But this is to fall into the error to which we have already drawn attention. It is more profitable to note that the spirit of the original has not been entirely lost—E.F.C.

* * * *

British Farming (H.M. Stationery Office, 3s. 6d. net.)

This book tells the story of farming in Great Britain, and particularly of the progess made, in recent years, in providing food from Britain's fields. The story is a great one, told by people who know it well. The text is by Mr. W. B. Mercer, C.B.E., M.C., B.Sc., N.D.A., Director of the National Agricultural Advisory Service for the West Midland Province, helped by a number of other experts.

There is a historical survey, and there are chapters on dairy farming, beef production, arable cultivation, pigs and poultry, and market gardening. Also there are chapters on the ploughlands of Scotland, mixed farming in Northern Ireland and hill sheep farming in Wales. There is much of interest about the achievements of British scientists in improving the soil, in preventing disease and in mechanising agriculture.

This book, illustrated with 180 excellent photographs, maps and diagrams, is written for the layman rather than the expert and in a clear, direct and easily understood style devoid of unnecessary technicalities.

* * * *

Eldorado by Baroness Orczy (3s. 9d.)
Bulldog Drummond by "Sapper" (3s.).
Tale of Two Horses by A. E. W. Mason (3s. 9d.).
Greenmantle by John Buchan (3s. 3d.).
Allan Quartermain by H. Rider Haggard (3s. 6d.).
(University of London Press.)

Five new titles just published in the Pilot Books series, all reprints of well-known and popular works which for this series have been edited and abridged for class use.

Royal Schools of Music

The Sixty-second Annual Meeting of the Associated Board of the Royal Schools of Music (Royal Academy of Music, Royal College of Music, Royal Manchester College of Music and Royal Scottish Academy of Music) was held in London, last month.

The Report for the year 1950, presented by Sir George Dyson, showed that the Board had had 118,898 candidates for its examinations in schools and local centres, the majority in Britain but including 16,795 in the Commonwealth overseas. 142 out of 339 candidates had gained the professional diploma of L.R.S.M., and thirteen Scholarships for study at the Royal Academy or Royal College had been awarded. The Board had been able to make £7,000 available for Scholarships, but its finances were being seriously affected by rising costs.

Recently emphasis has been laid on getting every youth to share in a number of social activities on the assumption that the larger the number of activities the richer his personal experience will be and the more rounded his personality. Introversion and isolation may mean unwholesome development, but does modern Youth Service influence Youth to participate so widely in numerous activities that he develops no hard core of interests, no powers of discrimination, but only a shallow superficial and ineffective personality?—*Blackpool Youth Committee Bulletin.*

NEW FILM STRIPS AND WALL CHARTS

UNICORN HEAD

U 91—Lumbering in British Forests.—It is refreshing to have a strip dealing with lumbering in our own land; we can now make comparisons with lumbering across the seas. The subjects covered here include felling, trimming, transporting and drying; an interesting side line shows some uses of thinnings, and there are some fine shots showing the handling of logs in the saw-mill. Seasoning, kiln drying and some uses of timber on a large scale help to make this strip very suitable for the 11—15 age group. 29 frames.

* * * *

U 90—Growing a Forest.—How the Forestry Commission is endeavouring to maintain Britain's forests is the aim of this strip, which may well be used as an introduction to the previous U 91. Collection and treatment of seeds are first dealt with, followed by germination and planting out. Protection from vermin, pruning and precautions against fire all help to impress on the scholars the many kinds of work for which the Commission is responsible. 11—15 years. 29 frames.

* * * *

U 80—Atolls and Lagoons—U 81—Icebergs.—Two very helpful strips to make the physical geography lesson realistic and interesting. U 80—It would be difficult to describe orally what is so aptly done in the pictures—the history of the atoll from the early volcanic era to the final stage being very well indicated step by step. There is a useful map showing the location of atolls in the S. Pacific Ocean and some close-up pictures of coral. 20 frames. U 81 shows clearly the formation of icebergs from glaciers with some impressive views which must appeal to the children. We are glad to find included some diagrams to show the underwater portions of the iceberg—a fact too frequently not understood. Newfoundland fog, sea routes and work of the Ice Patrol are discussed and there is a brief reference to radar. 20 frames. Suitable for Primary and Secondary.

* * * *

U 53—Our Bones.—This strip will help young children to appreciate the structure of the body, and might well supplement talks on good posture, balance, etc. The skeleton is first shown as a whole and then dissected to show the component parts. Actual pictures of the bones are followed by simplified diagrams to show their function—i.e., the pelvis is likened to a basin and the ribs to a basket—providing a useful visual memory. 20 frames. 9 years plus.

* * * *

U 93—The Domesday Book.—A very picturesque presentation in colour showing the compilation of the Domesday Book and introducing background material on Norman administration and organization. Most of the frames are outdoor scenes featuring visits of the Commissioners to the villages and manors in the course of their survey, and after seeing the strip the children can have no doubt as to the purpose of the Book and its subsequent value. Although intended for the 11—15 age group we are sure that there is much that is of equal interest to Primary children. 21 frames.

* * * *

U 95—Piers the Villein.—This strip gives an insight into the life of the villein just prior to the coming of the Black

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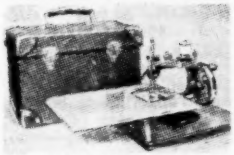

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Death and the consequent change in the manorial system of farming resulting from the heavy loss of life caused by the plague. Pictures of Pier and his family in daily life show domestic scenes, farming, harvesting, sheltering from invaders (Feudal System), High Mass in Church and the coming of the Black Death. Colour enhances the scenes. 18 frames. 11—15 age group.

* * *

COMMON GROUND

CGA 592—The Kon-Tiki Expedition.—Modern adventure with a purpose—the strip is based upon the book by Thor Heyerdahl and tells of the experiences of the author and his five companions who sailed across the South Pacific from Peru to Polynesia in 1947 in a balsa-wood raft, so proving his theory of race migration practicable. This exciting story of courage and endurance is illustrated by photographs taken by the author and the script contains lengthy passages from the book. 24 frames.

* * * *

CGA 377—Grassland Plants.—Another excellent series of photographs showing plants in their natural surroundings to supplement the two previous strips—CGA 285 Water Plants and CGA 378 Woodland Plants. The strip features the more common and well-known flowers in three types of grassland—siliceous (acidic), calcareous (alkaline) and permanent (neutral) grasslands. There are very full notes for all the 46 frames.

* * * *

CGA 282—Dairy Farming.—An addition to the Food, Folk and Farming Series which will be welcomed by Young Farmers' Clubs. The strip has sections dealing with calf-rearing, from heifer to dairy cow, feeding the cow, and the cowshed and dairy. As is customary in this useful series, the script contains questions for discussion and recapitulation followed by detailed answers. 32 frames.

* * * *

FA 632—Introduction to Pen Lettering.—A FRALEX Strip full of practical suggestions which can easily be followed from the very clear detailed diagrams. The aim is to enable the user to hold the pen correctly and at the right angle and practise the correct strokes so as to develop a useful script hand and learn something of the effect of spacing and choice of pen. Two alphabets are illustrated—with and without serifs—with both capitals and lower case. Figures are also included and the strip concludes with some printed passages to show the effect of different spacing and italics. A very useful strip. 63 frames.

* * * *

EA 618—The Beginnings of Life.—An EPIC Strip introducing a series entitled The Story of Life. This is the study of evolution showing the natural processes presented in historical sequence, the strips consisting of careful and accurate reconstructions with photographic evidence upon which the reconstructions are based. This lovely introductory strip starts with the earth 2,300,000,000 years ago showing the physical influences at work. The earliest forms of life are then discussed. The second portion deals with the evidence in the sky, in the rocks, and in living creatures. A very sound and fascinating strip which cannot fail to interest all biology classes. 46 frames.

* * * *

EA 604—Movement and Energy, Part 5.—This strip deals with electric waves and wireless, tracing the development from the spark transmitter and crystal receiver to transmission with valves, beams and radar. A considerable portion of the strip is given to television transmission and reception. The majority of the 52 frames are of simple diagram form to make the subject more readily understood. Suitable for the 11—15 age group and adult study groups.

EDUCATIONAL PRODUCTIONS LIMITED

NEW WALL CHART RELEASES

Rubber (1s.); **Lawn Tennis** (1s.); **Turkey** (3s.).

These three new titles have all been subsidised and are, therefore, available to schools in this country at considerably reduced prices. Those on "Rubber" and "Lawn Tennis" have both been prepared in collaboration with Messrs. Dunlop Rubber, Co., Ltd., whilst the set of three charts on "Turkey" has been prepared in collaboration with the Turkish Government.

The chart on "Rubber" includes a map showing the chief growing areas and a large sketch illustrating the tapping of rubber trees in a plantation. It should prove ideal for use in the study of general products or in connection with geography courses.

The chart on "Lawn Tennis" gives the various strokes and is ideal for club or dressing room display and should prove invaluable to P.T. Instructors.

The three charts on "Turkey" illustrate the physical features of the country, brief history and the various aspects of westernisation of modern Turkey.

Commonwealth Trade (5s.); **Structure of Industry** (20s.); **Transport** (25s.).

Three new valuable sets of charts designed for use in Social Studies. The chart on "Commonwealth Trade" can, of course, also be used in geography courses, and illustrates the general import and export trade maintained between this country and the Commonwealth. The four charts on "Structure of Industry" cover the essential basic features of industry as related to modern society. There are five charts in the Transport series covering Road, Railways, Air, Canals, and Shipping. Each chart deals briefly with the history but stresses mainly the modern operation of the particular transport system. These charts have been prepared principally for the Social Studies in the Secondary Modern curriculum, though they will also be invaluable for Further Education and Grammar School Courses.

An Exhibition to See

Teachers who intend to visit the Festival of Britain next month would be well advised to do this, other things being equal, between September 12th and 15th. They are also advised to allow time during their visit to call at the College of Preceptors in Bloomsbury Square during the afternoon or evening of those dates. In the College itself, is arranged a most interesting exhibition entitled "The Teacher in School and Out," showing 100 years of education. In addition, during the period named, there is to be an exhibition and demonstations of Christian teaching in school by means of the use of film.

This special feature has been arranged by the Religious Education Press Film Bureau in conjunction with the Institute of Christian Education. In the afternoons there are showings of films and film strips for the Religious Instruction period in school. In the evenings there are talks by experts, including one on the use of Drama in Religious Teaching, a demonstration lesson with children by Miss J. M. Macdougall Ferguson, puppetry demonstrations, and the showing of new and recent films and film strips. This exhibition is open every afternoon from 2-30 p.m., until 8-30 p.m., on Wednesday to Friday, and on Saturday from 11-0 a.m. until 5-30 p.m.

The completion of a handbook on education in Western Europe will be one of the tasks of nearly fifty teachers from the Brussels Treaty countries—Belgium, France, Luxembourg, the Netherlands, and the United Kingdom—who met at Oosterbeek, near Arnhem in Holland this month.

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GRAMOPHONE REVIEW

Princess Margaret's Fancy.—An arrangement of traditional country dance tunes by Peter Kennedy, played by the Haymakers Band. H.M.V. B. 10080.

This arrangement was made in honour of Princess Margaret becoming Patron of The English Folk Dance and Song Society, and was danced by her on her first visit to Cecil Sharp House. It is played here with delightful verve, and with just that added touch of sauciness which makes it a pleasure to listen to.

Scarlatti.—Sonata in E, L. 23 *and* Sonata in D minor, L. 413. Dinu Lipatti. Columbia L.B.113.

This record is just right. The delightful music is played as, one feels, it ought to be—crisply, lightly, not too seriously. It all sounds sunny and easy, and yet the player (well served by the recording engineers) has an infinite gradation of tone colour and a varied and subtle rhythm. This is playing with the exquisite taste of the great musician. A record to be obtained and treasured.

Bach.—Sonata No. 2 in A for violin and piano. Menuhin and Kentner. H.M.V. D.B.9638/9.

This is the second of six sonatas written during the period 1717-1723, all of which have been recorded by these two artists; No. 1 in B minor was issued two months ago. It is astonishing that two works can be so alike—in length, arrangement, and in mood. Replace any movement by the corresponding movement of the other sonata and no jar in style or feeling is perceptible. The mood throughout is gracious, serene, and above all, grave. The beauty of the work is not obvious. If it is to speak to our hearts we must pay it conscious and deliberate attention. To comment on the playing is unnecessary; to lament that the recording loses some of the instrument's colour and depth is only just.

Beethoven.—Andante Favori (Grove's No. 170). Moiseiwitsch. H.M.V. C.4099.

This is a favourite and fairly simple piece, recorded only a shade less well than the Scarlatti noticed above. Moiseiwitsch makes a good job of it. After repeated hearings one is still not sure whether it is fair to suspect the player of remembering once or twice that he is a great concert pianist and this music is really child's play.

Delius.—North Country Sketches. Royal Philharmonic Orchestra. Conductor, Sir Thomas Beecham. Columbia L.X.1399/1401.

Delius, who was born at Bradford, wrote this work in 1914. There is nothing here of Yorkshire heartiness. (What would the singers who bellow Handel so lustily have to say to this music, one wonders?) We begin with Autumn, not Keat's "season of mists and mellow fruitfulness," but cold and grey like the "bringer of old age" in Holst's "Planets," and we finish with a very spare and delicate Spring. Beecham's devotion to, and understanding of, the music of Delius is well known and honoured. This reading can therefore be taken as authoritative, and the superb recording does all that science can to capture the shimmer of light and shade which expresses Delius's sensitive mind. Some listeners will be enthralled; others (and not only the Philistines) will think it sounds more like background music to an old-fashioned film than music they want to live with. How much are they missing?

The estimated cost per pupil (including ancillary services such as school milk and meals, etc.) in maintained primary schools for the year ended March 31st last is about £26. The cost per pupil in public elementary schools in the year ended March 31st, 1938 (the last pre-war year for which statistics are available) was £15 16s.—Mr. Tomlinson.

MISCELLANY

Educational News Items from all Parts.

Mr. J. R. Hampton, B.Sc. has been appointed Advisory Officer for Agricultural Education to the Worcestershire Education Committee.

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One Hundred American teachers have arrived in this country to exchange posts with British teachers who left for America on August 7th.

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The L.C.C. Education Committee have accepted a tender of £29,945 for the provision of hutted classrooms at eight primary and secondary schools.

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Dr. C. W. W. Read, B.Sc., deputy director of education for West Sussex has been appointed to succeed Mr. Evan Davies as Director when the latter retires in October.

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Mrs. Clara Woodruff from New Bedford, U.S.A., attending a recent Luton National Savings Council meeting, said "It is only by teaching the children the wisdom of saving that we can combat the present trend towards financial irresponsibility." During the war Luton challenged New Bedford, where there are 500 British people, to a savings contest.

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The Royal Society of Arts' annual Industrial Art Bursaries Competition will this year include Sections for the design of: Carpets; Domestic Electrical Appliances; Domestic Gas Appliances; Domestic Solid-Fuel-Burning Appliances; Dress Textiles; Electric-Light Fittings; Footwear; Furnishing Textiles; Men's Wear Fabrics; Plastics; Wallpaper.

* * * *

Between April 1st, 1945, and June 30th, 1951, the capital expenditure approved for new secondary technical schools was £1,655,000. In addition £861,500 has been approved for new bilateral and multilateral secondary schools with accommodation for technical courses. During the same period the capital expenditure approved for major technical college building projects was £21,778,000.

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The Educational Puppetry Association has arranged a two-year Diploma Course in Educational Puppetry beginning on the 11th September. The aim of the course is to give a comprehensive training in practical puppetry and its application in general education. Further particulars can be obtained from Miss D. Hawkes, The Educational Puppetry Association, 23a, Southampton Place, London, W.C.1.

* * * *

Miss Kathleen E. Piatt has been awarded the seventh Travelling Exhibition by the Caroline Haslett Trust, which enables holders to study some aspect of domestic electrification in another country. Miss Piatt, who is Housecraft Advisor in the Chester Sub-Area of the Merseyside and North Wales Electricity Board, will leave in September for a two-months investigation of electrical housecraft in Switzerland.

* * * *

The Annual Conference of the London Youth Committee will be held at County Hall on November 10th. The subject of the conference will be "Work and Leisure of Youth." The Archbishop of Canterbury is being invited to be the principal speaker and members of the Council's Education Committee, Youth Committees and Youth Employment Service and youth leaders and other interested persons will also be invited to attend.

How is true cleanliness to be achieved ?

When one thinks about school buildings — the many staircases, corridors and cubbyholes, not to mention the classrooms, dining rooms, and washrooms, it seems an impossible task to keep them all clean. That is, not just *looking* clean, but really and truly clean in the hygienic sense of the word. And it is essential to do so for, as every Medical Officer knows only too well, children will catch something if they can. How is a high standard of true cleanliness to be achieved?

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